

5 PROGRAM RECOMMENDATIONS

Chapter Outline:

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5.0 INTRODUCTION

The SRTS Program is an opportunity to address the needs of the community on a comprehensive level. Encouraging families within close proximity of the schools to walk or bicycle reduces the demand on our infrastructure by directly reducing the number of vehicles on the roadway. This results in improved safety for both vehicular and pedestrian users alike. The results from a successful SRTS Program quickly domino from health and safety improvements that directly affect our students to more indirect benefits such as the reduction of school zone congestion, transportation costs to the school district, the over-consumption of fuel, as well as marked improvements in the air quality along strategic corridors.

Each community committed to the SRTS Program is unique. In fact, visions and goals may vary greatly between communities depending on the individual challenges, barriers, and demographics of the school district. Therefore, the activities associated with Education, Encouragement and Enforcement may also vary greatly. It should also be noted that some strategies for each of these Three E's may address all Three E's together.



The following sections outline the basic strategies of these programming elements. A comprehensive listing of topics and action steps for education, encouragement, and enforcement programs is provided along with a list of specific programs that can be implemented to have the greatest impact. Note, education, encouragement, enforcement, engineering and evaluation are all interdependent tools that are often most effective when presented in combination.

It is recommended that all the priority programs be incorporated early on when the SRTS Program is implemented. The Education and Encouragement activities are relatively low cost and could easily be started with the kick off of the program. Several other programs are identified that could be incorporated to provide a variety of techniques to encourage the parents and children to walk and ride their bicycles to school. Many of these are also low cost, giving schools a wide variety of activities to incorporate into their SRTS Program.

Involving Students with Special Needs

Improved infrastructure such as sidewalk connectivity and pedestrian treatments at crossings benefit the welfare of the entire community as well as those participating in the SRTS Program. However, there are select sectors of the school populace that can feel disconnected from the program due to limitations beyond their control. Two such groups include those students living too far to walk or bicycle to school and students with disabilities. It is important to design SRTS Programs, events and activities that include everyone.

Living Outside the Walk Zone

With encouragement strategies in place, much excitement can be generated within the student body

about participating in the SRTS Program. There are events, activities and rewards that are highly visible to the entire community. However, what if you are a child that lives outside of the walk zone? The SRTS Program is for everyone! Each of the activities can be modified to accommodate children from neighborhoods outside the walk zone. For instance, Park and Walk or Bus and Walk programs allow for parents and / or school buses to drop off students at a designated location (maybe a park, church, or community center) that is within walking distance to the school. Adult chaperones then assemble walking school buses from that location to the school. Build in participation opportunities by allowing special time and access to the school and / or athletic fields before, during, or after school, so that children that cannot walk to school can still accrue miles, minutes, or steps by walking maps around designated facilities. There are many classroom activities and curriculum enhancements that could be modified in the same manner. The SRTS Program is literally about changing the habits of a generation one community at a time.

Link of interest:

- <http://www.saferoutesinfo.org/guide/encouragement/index.cfm>

Involving Children with Disabilities

Federal legislation identifies the inclusion of children with disabilities as a necessary component of the SRTS Program. Disabilities are defined under many different classifications and by varying degrees, but the common factor between them all is that the benefits of physical exertion and social interaction as well as the promotion of physical independence are crucial in developing these children's well being. Many resources for ideas on how to include this very special and important sector of the student body in physical activities for the SRTS Program can be found at the National Center of Physical Activity and Disabilities. Listed below are a few examples.

- a) Parental Roles in Facilitating and Supporting an Active Lifestyle for a Child with a Disability.
- b) Maintaining or Improving Fitness in Childhood Disorders.

- c) The Rationale and Benefits of Sport Participation for Youth of All Abilities.
- d) Program Considerations for Integrating Children with Disabilities into Community Sports and Recreation Programs.
- e) Cycling (includes equipment).
- f) Exercise Guidelines for People with Disabilities.

The National Center for Safe Routes to School has created a list of strategies for involving disabled students:

1. Involve special education professionals and parents of children with disabilities on the SRTS team. Achieving the benefits of SRTS for children with disabilities begins with awareness of their needs and how the school system is structured to address them. The people in the best position to know these things are special education professionals and the parents of children with disabilities. Invite them to participate as members of the school's SRTS team. Without this perspective, SRTS organizers may miss important opportunities to benefit children with disabilities.

2. Consult special education professionals and parents of children with disabilities when planning SRTS education activities during the school day. Communicate with special education professionals to ensure that inclusive SRTS activities are scheduled to maximize participation by special needs students. This involves knowledge of both class schedules and times when the special needs professionals are available to assist. For example, if a pedestrian/bicycle safety education class is held during physical education, additional staff or volunteers may be needed to ensure students with disabilities are able to fully participate.

3. Seek input and involvement when planning SRTS encouragement activities. Safe Routes to School activities, such as Walk to School Day and Walking and Wheeling Wednesdays, can also benefit from the input of those who know children with disabilities best. Parents and special education professionals can work with SRTS organizers to determine appropriate strategies to include their children, as well as provide a source of volunteers to assist with the event.

4. *Involve children with disabilities in walking and bicycling audits.* Safe Routes to School programs can help to make schools more accessible for children with disabilities by identifying physical barriers along the route to school, such as missing curb ramps, steep driveways, sidewalk gaps and pedestrian signals that are not accessible. Students with physical disabilities, and their parents, know these barriers all too well. They should be invited to participate in walking and bicycling audits and other “field activities” throughout the SRTS process.

5. *Let the Principal know that including students with disabilities is a priority for you.* Principals have a unique authority in every school. If you are having trouble reaching out to special education teachers and parents, they can often help by putting you in touch with the right people.

6. *Ensure SRTS messages and images are inclusive.* One common mistake that SRTS programs make is using photographs and images that do not include students with disabilities, therefore implying that the program is not intended for them. Images chosen to represent the program should always include a balance of students of all ages, genders, ethnicities and abilities.

7. *Establish special programs when necessary.* In most cases, children with disabilities can be included alongside their peers. All that is required is proper consultation with parents and special educators, a little creativity, and perhaps a change of approach. However, SRTS organizers should recognize that there are circumstances under which this arrangement, on its own, does not achieve optimal results

for a student with disabilities. In these cases, it is best to work with a special education professional to develop a custom-tailored program.

Links of interest:

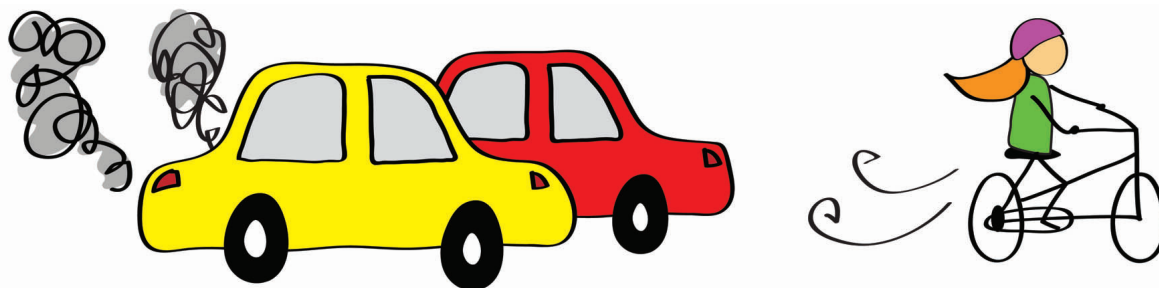
- http://www.ncpad.org/fun/fact_sheet.php?sheet=96&view=all
- <http://www.saferoutesinfo.org/search/?searchbox=children+with+disabilities>
- <http://www.saferoutespartnership.org/local/4317/4359>
- http://katana.hsrb.unc.edu/cms/downloads/Involving_students_with_disabilities.pdf

5.1 EDUCATION

Education activities target the entire school community including residents living within the school zone, roadway users, student body, parents and even the school staff. Activities focus on teaching pedestrian and bicycle safety, health and wellness benefits and the positive environmental impacts their participation can precipitate.

Suggested Topics:

1) For Children: Bicycle and pedestrian safety is always the principal focus of SRTS educational strategies and events. For young pedestrians, education is a valuable tool in encouraging safe practices and habits even though they may be traveling under parental supervision. However, education involves more than just safety procedures for pedestrians at crossings and the use of clear hand signals for cyclists. It includes teaching children about their personal safety as well -- Why they need to exercise; wear their helmets; use a buddy system; know where “safe places” are along the route; and use only des-



Teaching kids about the environmental benefits of riding a bicycle or walking to school is a great way to get them excited about the SRTS Program.

ignated, well-traveled routes. Just as importantly, children need to understand their choices do matter and that environmental responsibility is assigned to all ages. Helping children assimilate good habits into their routines is a simple strategy, but its benefits are perhaps the most important improvement goal within the SRTS Program -- improving our children's safety and well-being. The primary topics pertinent to children are listed below and can be easily incorporated into events, activities and/or contests.

- a) Pedestrian and bicycle safety skills
- b) Personal safety
- c) Health and environmental benefits

Links of interest:

- <http://www.saferoutesinfo.org/guide/education/children.cfm>
- http://www.saferoutesinfo.org/guide/education/strategies_for_educating_children.cfm

2) For Parents: Parents play multiple roles in the SRTS Program and their advocacy is pivotal in promoting student participation. Parents lead by example: initiating efforts to participate in the SRTS Program, exhibiting compliance with drop off and pick up procedures, imparting instructional guidance, and driving responsibly through the school zones. It is important for parents to know proper pedestrian and bicycle safety skills so that they can model and re-



Bicycle Rodeos are a fun way to teach kids about important bicycle safety skills.

inforce the proper behavior with their children, even when not walking or bicycling to school. The following topics represent key information to be conveyed to parents to encourage their participation in the SRTS Program.

- a) Drop off and Pick up policies and traffic patterns
- b) Review of pedestrian and bicycle facilities within the school district
- c) Teaching age-appropriate safety procedures

Link of interest:

- http://www.saferoutesinfo.org/guide/education/key_messages_for_parents.cfm

3) For Drivers near the School: There is universal concern amongst school and community stakeholders over the speed of traffic and driver compliance with State traffic laws within the school zones. Statistics support their concerns as the severity of pedestrian injuries is directly related to the travel speed of the vehicle. Therefore, it is imperative that driver education and encouragement stress the importance of these topics.

- a) Awareness and driver expectation for pedestrian traffic within the school zones and designated program routes
- b) Compliance with speed limits, yielding to pedestrians, and awareness of school zone speed limits
- c) Compliance with coming to a complete stop at stop signs
- d) Compliance with stop bars and remaining clear of the crosswalk

Link of interest:

- http://www.saferoutesinfo.org/guide/education/key_messages_for_drivers_near_the_school.cfm

4) For Neighbors: The residents and businesses within the school zones benefit from the SRTS Program through the addition of walkable and bikable facilities, improvements in safety features, and the reduction in area congestion. Likewise, the schools' neighbors also influence the effectiveness of these improvements based on their level of participation in the program. Designated routes through neighbor-

hoods that have the community's support provide a safer and more positive experience for the children -- sidewalks are clear; neighborhood traffic is prepared to share the roadway with young pedestrians and bicyclists; and family pets are appropriately controlled. Certain businesses along a route could even identify themselves as "safe places" for children to go if they need assistance. The information listed below includes the issues residents and businesses within SRTS communities should address.

- a) Keeping sidewalks clear of obstructions, including snow
- b) Pruning plants that impede visibility at intersections and street crossings
- c) Being responsible with pets and keep them appropriately leashed or restrained along the designated routes.

Link of interest:

- http://www.saferoutesinfo.org/guide/education/key_messages_for_neighbors.cfm

Priority Education Programs

1. Integrate bicycle/pedestrian education into the school day. This can come in the form of making it part of the curriculum, part of Physical Education class, or even one-day events/assemblies. It should be a priority of the schools to teach safety and educate children. Include hands-on skills training such as simulated street crossings and bicycle handling drills if possible. The following is a list of how bicycle/pedestrian education can be incorporated into several different classes:

Art, Computer Class - Create posters promoting Walk to School Day, safety messages, contests and reward recipients.

Geography - Design survey and maps of walking routes to school or use on line Walk Across America games and activities.

Health - Use pedometers to measure steps, or simply measure walking time accumulated by students; study health benefits of physical activity. Other issues such as air pollution and air quality could be taught. Children could figure out the amount of

Priority Education Programs

1. Integrate bicycle/pedestrian education into the school day.

2. Start a comprehensive motorist/pedestrian/bicyclist safety campaign.

greenhouse gases that are not produced each time students walk or bicycle to school. Additionally, the impact of exercise and healthy lifestyle as it relates to obesity, diabetes, asthma and other diseases could be addressed in the classroom.

Mathematics - Keep logs of walking time or steps; calculate speeds and distances, individual and group averages, trends and statistical analyses.

Physics - Study the biomechanics of walking. For example: Do stride lengths vary with height, weight, age, leg length? How does walking speed depend on your step speed and stride length?

Biology - Look for specific plant or animal species, or inventory indigenous species along walking routes or catalogue seasonal changes in the flora and fauna.

English - Write press releases and public service announcements to promote Walk to School Day. Write essays or keep a diary about your experiences walking.

History - Study historical locations in your community by walking to them.

Social Sciences - Photograph important things about your community observed while walking to school. Is there anything you'd like to change? What can you do about it?

2. Start a comprehensive motorist/pedestrian/bicyclist safety campaign. This would be an early implementation effort after adoption of this plan to continue momentum of this program. A significant campaign should be conducted annually. This should include

the following efforts:

- Create flyers and brochures with safety information and tips (crossing at marked crosswalks, using side-walks, obeying traffic signals, stopping for pedestrians, being attentive around schools, etc.).
- Create posters and billboards with simple, powerful graphics and language about the importance of safety.
- Develop handouts and materials passed out to schoolchildren to deliver to their parents.
- Involve the local television and newspaper media.
- Utilize additional law enforcement staff and techniques during the campaign.
- Hold walking and bicycling events during this campaign.
- Involve elected officials through organized events and speeches.

Other Suggested Strategies:

- Utilize the League of American Bicyclists Kids Bicycle Education and the NCDOT Basics of Bicycling curricula to fit a bicycle safety program into the Physical Education schedule.
- Conduct bicycle rodeos locally with cooperation from local government and/or businesses.
- Include hands-on skill training.
- Hold one-time instruction assemblies about walking/bicycling to school.
- Educate parents during PTA/PTO meetings and open houses by sending home materials through the schoolchildren.
- Develop media stories, brochures, emails, and websites to distribute key messages and safety education materials.

- Develop a driver safety campaign.
- Hold neighborhood group meetings or attend existing neighborhood group meetings to introduce SRTS.
- Provide environmental educational signage along trails leading to school or on school property.
- Participate in the Walk and Bicycle Across America Program. This program is a web-based, interactive game that promotes exercise and participation in the SRTS Program and integrates these components with more traditional educational lessons. Classes participating in the game receive a map identifying historical or otherwise significant sites with links to educational web pages. This is a wonderful complement to geography, math, social studies, and other subject area lessons as each destination on the map is designed to broaden the student's knowledge of the United States while teaching skills in mapping, computer science, and more. The cumulative miles clocked by the students in the class walking and bicycling to school are summed and used as available miles to travel the map and progress the children along to interesting places, fun exercises and plenty of learning experiences.

Links of interest:

- <http://www.saferoutesinfo.org/guide/education/index.cfm>
- <http://www.saferoutestoschools.org/lessonplans.shtml>
- <http://www.saferoutestoschools.org/pdfs/CurriculumGuide0910.pdf>
- <http://www.saferoutestoschools.org/lessonplans.shtml>
- <http://www.saferoutestoschools.org/Forms/WalkBicycleGuide2006.pdf>

5.2 ENCOURAGEMENT

Encouragement activities present the best opportunities to generate excitement and build momentum for a community's SRTS Program. The strategies focus on fun ways to create interest in walking and bicycling to school, bring families and community stakeholders together, and inspire a sense of pride in self, school, and community for all participants. As mentioned previously, all encouragement activities should incorporate both children who live outside the walking and bicycling zone and children with disabilities.

Suggested Topics:

1) Target Audience: It is important to tailor activities to address the concerns outlined in the Action Plan for each individual school. The success of promotional events depends on how well the encouragement experience matches the interest of the group participating. For example, the children's ages are key components in the selection of the activities as well as the presentation of the educational information. Additional considerations in planning the activities are listed below:

- a) Include interests for community stakeholders, parents and children.
- b) Plan for participation by individuals with disabilities.
- c) Plan for participation by individuals outside walk-zone parameters.
- d) Combine multiple elements (5 E's) in each activity.
- e) Plan efforts that fit the personality of the community.

Links of interest:

- <http://www.saferoutesinfo.org/guide/encouragement/index.cfm>

2) Foster Partnerships: Public and private service providers prove to be helpful partners in the planning and implementation of both activities and project goals. Often these groups have educational materials or reward incentives to contribute to the

activities. Make sure you canvas your local agencies for support as well as participation. Note, common agencies identifiable in most communities are listed below:

- a) Organizations that support public health.
- b) City/Town Planning Department for joint promotion.
- c) Local law enforcement.
- d) City officials and/or celebrities.
- e) Local businesses especially those near designated routes and/or with similar priorities -- bicycle repair shops, retail sportswear and equipment stores, etc.

Links of interest:

- <http://www.saferoutesinfo.org/guide/encouragement/index.cfm>
- <http://ctb.ku.edu/en/LearnMore.htm> (Community Toolkit)

3) Promoting Events: Creating excitement around the SRTS Program, maintaining its momentum, and sustaining the community's participation can be a challenging endeavor and one that primarily hinges on successful promotion initiatives. Each year the SRTS Program should be reintroduced for new families joining the school's community as well as for veteran participants. Maintaining the visibility of the program's activities, participants, and rewards not only contributes to the vitality of the program, but it also influences the community's adoption of new cultural attitudes about transportation and environmental responsibility. The following list provides suggestions for consideration.

- a) Use media to spread word and generate excitement.
- b) Utilize City officials and celebrities as advocates and spokespersons.
- c) Create a walking website with SRTS mapping.
- d) Be visible in the community with presence in local businesses and event locations prior to festivities.
- e) Engage Sponsors.

Links of interest:

- <http://www.saferoutesinfo.org/guide/encouragement/index.cfm>
- <http://ctb.ku.edu/en/LearnMore.htm>

Priority Encouragement Programs

1. Begin a walking school bus program at Carrboro Elementary and McDougal Elementary Schools.

2. Begin mileage clubs/contests.

- <http://www.nhtsa.gov/people/injury/pedbimot/bicycle/Safe-Routes-2002/toc.html>

Priority Encouragement Programs

1. Begin a walking school bus program at Carrboro Elementary and McDougal Elementary Schools. The walking school bus was the most articulated request and interest of communities and committees during this planning process. A walking school bus is a group of children walking to school with one or more adults. This community should build on the momentum of this planning process and reach out to parents and students to make this a reality. The walking school bus could even begin as a once-a-month or once-a-week activity as it gains more interest. A walking school bus serves a number of purposes:

- Makes walking to school safer and more fun.
- Increases number of children walking to school.
- Eases parents' concerns and fears of their children walking to school unsupervised.
- Provides a means of reinforcing safe walking/bicycling behaviors by practicing techniques learned.
- Creates an opportunity for more socialization and community-building.
- Saves gas and eases traffic congestion.

2. Begin mileage clubs/contests. Mileage clubs and/or contests encourage children to begin or increase their amount of walking or bicycling to school. Typically, children track their mileage and may win a

gift or prize. These clubs or contests are a good way to establish individual or team goals and can be structured for friendly competition or self motivation. They also allow a way to recognize accomplishments which keeps children interested in participating and makes the program fun. More information on mileage clubs and contests is included in the Activity and Contest sections.

Other Suggested Strategies:

- Participate in International Walk to School Day which is held annually in the month of October. Carrboro Elementary School and McDougal Elementary School can celebrate with organized activities and an organized parent / student walk to school. Some communities plan participation events for a day, some for a week and some for the entire month. There are readily available guidelines for planning, promoting and implementing Walk to School Day events.
- Establish a regular Walk and Bicycle to School Day. Much like the International Walk to School Day, city officials or the school administration select a special day, or number of periodic days during the school year, to encourage parents and students to use non-motorized transportation on designated day(s). Rewards, competitions and incentives are used to combine education, healthy life choices and entertaining activities that help bond the community together and champion a common cause.
- Involve schoolchildren in "Adopt-a-Trail" program. Schools could participate by adopting a nearby trail and performing basic maintenance like trail clean-up.
- Promote Park and Walk strategies where families drive to meet and walk the remaining distance to school. This could be a parking lot within walking distance. One suggested Park and Walk location for Carrboro Elementary School is the Carrboro Town Hall.
- Hold special events, activities, and contests that relate to SRTS throughout the year. The following sections provide several examples that can be considered.

Special Events:

Special events can create a lot of excitement in the community. The follow are some ideas for events that can be stand alone events or incorporated into other planned programs.

- **Bicycle Swap:** Bicycle swaps are exciting events and can be used as fund raising opportunities. Individuals bring gently used bicycles to the swap. For a small admission fee, they are allowed to display and/or barter for fantastic deals on a “new” set of wheels. In some states, these events draw hundreds of bicycles and are very organized complete with websites and media coverage.

- **Walk to School Parade:** One way to involve the entire community is a Walk to School Parade. Elected officials, SRTS stakeholders and sponsors all meet at a central location along a designated route and walk to school together. If neighborhoods are spread out, several specific routes can be utilized and team spirit tapped for friendly competition. Flags or incentives along the route could make the hike seem short and exhilarating. Competition between the teams could even be rewarded by sponsors willing to donate prizes or discounts within their establishment for the victors.

A Walk to School Parade is a great way to increase involvement in walking to school.

Bicycle Rodeos: Bicycle rodeos are bicycle skills events that provide an opportunity for bicyclists to practice and develop safe skills. Goals are to learn, practice, and demonstrate their bicycle handling skills in a fun, noncompetitive atmosphere. Bicycle rodeos can be large or small and require volunteers or a group of instructors. Local service organizations, PTA/PTOs, bicycle shop owners, cycling clubs, and law enforcement could provide assistance. A bicycle rodeo is related to the Priority Recommendation #1 in Section 5.1 except that the recommendation in 5.1 is more intense, it is built into school classtime, and it utilizes a series of lessons. A bicycle rodeo is used more as an “introductory”, fun, 1-day even that is better suited for community events or field days.

Activities:

Activities can be a fun way to get parents and children involved in SRTS Programs. They are typically very low cost, but provide a lot of motivation and excitement. The following is a list of potential activities that can be incorporated into a SRTS Program:

A walking school bus is a safe way for younger children to walk to school.

- **Bicycle Trains:** Bicycle trains may be more convenient than walking school buses for students and parents in neighborhoods located more than one to two miles from the school or more attractive to older students. However, its operation resembles the Walking School Bus in terms of group pick ups and drop offs under adult supervision.

- **Mileage Clubs:** Logging miles, minutes and even steps with pedometers can give children a sense of accomplishment and earn prizes for achieving established goals. Mileage clubs can also be joined by children who live outside the walk zone as well. Some SRTS Programs have offered opportunities to Walk-at-Recess giving tokens, charms and rewards for miles reached.

- **Walk N’ Roll Punch Cards:** This activity is used as an incentive to encourage students to walk or ride to school by tracking the number of days they participate with a punch on a card the children retain. When the cards punch spaces are completely filled, the children earn prizes and rewards.

- **School-based Welcome:** The School-based Welcome is designed to greet walkers arriving at school with refreshments, rewards, and incentives. This is an excellent encouragement activity that can be used independently or in combination with other events and SRTS elements. The Welcome station may be manned with special guests from time to time to keep children excited about reaching their final destination. Some examples of innovative ideas used in existing SRTS Programs include Welcome stations that include a tour of a fire truck or ambulance, a visit from school mascots, or local celebrities.

Contests:

A little friendly competition can cause a lot of excitement! Contests can be incorporated into several of the programs previously mentioned. The prizes do not have to be expensive...special recognition, a party for a class, a scooter or bicycle donated by an area business... these are all ideas of incentives for children. You can incorporate beads or bracelets that the children earn... small things can easily motivate children. The following are just a few examples of contests that can be held as a part of your SRTS Program.

- **Golden Sneaker Award:** One example of a very inexpensive prize is the “Golden Sneaker Award”. For this award, homeroom classes tally the number of children each week that use an alternative mode of transportation. Points are accumulated based on the total number of commutes per mode per class. The class with the highest participation for the month wins the coveted Golden Sneaker Trophy. The trophy is a sneaker that is spray painted gold and mounted on a base. The winning class gets to keep the trophy for the following month. This also allows students who cannot walk or bicycle to school an opportunity to participate as well with the group.

- **Program Logo/Art Contest:** Many Encouragement activities are simple and require nothing more than a child’s imagination and a few basic art supplies. One creative way to make the SRTS Program visible at



your school is to hold Logo, Sign, or Banner contests for the School’s SRTS Program or event days. This is also an activity that works well in combination with other Encouragement activities such as International Walk to School Day. Students can create signs and banners used to promote the walk, display throughout the school and/or carry during the event.

- **Walkability and Bikeability Checklists:** By enlisting the children and parents in the maintenance and sustainability of the SRTS Program, they take on the ownership and responsibility for its success. Checklists for neighborhood walkability and bikeability are available through the National Safe Routes to School website listed below. These lists can be used to engage children and parents in the assessment of their neighborhood and school districts. Prizes can be awarded to children or parents who participate in completing the checklists. Small prizes could be given to everyone who participates or you could have participants enter their name in a drawing for a nicer prize.

Contests are a great way to build excitement about your SRTS Program. They don’t have to be expensive, just fun!

Resources

a) Encouragement

- <http://www.saferoutesinfo.org/guide/encouragement/index.cfm>

b) Event Ideas:

<http://www.walktoschool.org/eventideas/index.cfm>

c) Official website of International Walk to School

<http://www.iwalktoschool.org/resources.htm>

d) Planning Walk to School Events:

http://www.walktoschool.org/eventideas/plan_event.cfm

e) Bicycle Swap Advertised by the Bicycle Coalition of Maine:

<http://www.bicyclemaine.org/>

f) Frequently Asked Questions about organizing and registering an event on line:

<http://www.walktoschool.org/faq/index.cfm>

g) Combining Safety, Fun and the Walk to School:

http://www.saferoutesinfo.org/guide/walking_school_bus/index.cfm

h) Log Miles Walked:

<http://www.walktoschool.org/eventideas/log-miles.cfm>

i) Walk and Roll Punch Card:

http://www.saferoutesinfo.org/online_library/details.cfm?id=462

j) Golden Sneaker Award:

<http://www.tam.ca.gov/Modules/ShowDocument.aspx?documentid=494>

k) Walkability Checklist

http://drusilla.hsrb.unc.edu/cms/downloads/walkability_checklist.pdf

5.4 ENFORCEMENT

Enforcement becomes necessary when unsafe behaviors are identified and/or persist within the school zone after the education and encouragement features of the plan have been implemented. These behaviors can likely be attributed to frustrated commuters struggling to navigate school related congestion during peak hours, on-site drivers engaged in drop off and pick up, and/or the failure of pedestrians and bicyclists to follow safety rules. The primary focus of the SRTS Program is the safety and well being of our children. Enforcement strategies ranging from school posted warnings to involvement with law enforcement agencies are often necessary to insure these goals are met.

Suggested Topics:

1. For Drivers: The integration of vehicular traffic, pedestrians, and bicyclists on shared roadway facilities foster the most critical safety concerns both on the school campus and along the Action Plan's designated routes. The most common safety violations for drivers are included in the list below.

- a) Speeding.
- b) Not yielding to pedestrians at a marked or unmarked crosswalk.
- c) Vehicles stopping or unloading students in a bus zone.
- d) Illegal parking.
- e) Dropping students off in the street instead of des-

ignated areas.

f) Allowing students to walk between parked vehicle and buses.

g) Driving while distracted (by cell phones, radios, eating, etc...).

h) Violating school drop off and pick up procedures.

2. For Pedestrians: Enforcement strategies do not just apply to drivers of motor vehicles. It is also imperative that pedestrians follow the safety rules when sharing roadway facilities with vehicular traffic and this is especially true for children whose behaviors are less predictable. The most common safety violations of pedestrians are:

- a) Disregarding directions of the Crossing Guard
- b) Failure to follow safety rules like looking both ways before crossing
- c) Not walking facing traffic
- d) Crossing at unsafe or unpredictable locations.
- e) Horseplay near vehicular travel ways - darting.

Link of interest:

- <http://www.walkinginfo.org/enforcement/programs-behaviors.cfm>

3. For Bicyclists: In North Carolina, bicycles are legally defined as vehicles. Therefore, traffic violations and penalties defined under State laws and municipal ordinances for vehicular traffic also include bicycles. Typically, municipal ordinances govern rules concerning riding on the sidewalk. There is no statewide law or policy about not riding in the sidewalk. Typically,



children are allowed to ride in the sidewalk, but must yield to pedestrians. Other common traffic and safety violations of bicyclists include, but are not limited to, the following:

- a) Failure to follow safety and procedures.
- b) Riding against traffic.
- c) Obeying signs and traffic signals for pedestrians.
- d) Failure to wear bicycle helmets.
- e) Failure to yield to pedestrians.
- f) Riding where vehicles have site obstruction.

Links of interest:

- http://www.saferoutesinfo.org/guide/enforcement/identifying_unsafe_behaviors.cfm
- <http://www.ncdot.gov/bicycleped/lawspolicies/default.html>
- http://www.ncdot.gov/bicycleped/about/training/school_crossing_guard/

Priority Enforcement Programs

1. Expand the crossing guard program at both Carrboro Elementary and McDougal Elementary Schools. Crossing guards should be located at key roadway crossings where children already cross or are most likely to cross or at crossing locations where it may be difficult for children to find gaps in traffic safely. Once a crossing guard is in place, school policy should be that children only cross the road where the crossing guard is located. Crossing guards provide a number of benefits:

- Create visibility and expectation to motorists that pedestrians will be crossing.
- Instill comfort and confidence in parents for allowing their children to walk or bicycle to school.
- Foster a sense of community through the utilization of local crossing guards.
- Serve as role models for children

All crossing guards, whether paid or volunteer, should be trained. The NCDOT Division of Bicycle and Pedestrian Transportation funded a study on pedestrian

Priority Enforcement Programs

1. Expand the crossing guard program at both Carrboro Elementary and McDougal Elementary Schools.

2. Involve local law enforcement officers and techniques

issues, including school zone safety, and decided to establish a consistent training program for law enforcement officers responsible for school crossing guards. According to the office of the North Carolina Attorney General, school crossing guards may be considered traffic control officers when proper training is provided as specified in GS20-114.1.

Links of interest:

- http://www.saferoutesinfo.org/guide/crossing_guard/index.cfm
- http://www.ncdot.gov/bicycleped/about/training/school_crossing_guard/

2. Involve local law enforcement officers and techniques. Local law enforcement should enforce and ticket unlawful motorist behavior such as speeding, passing stopped school buses, and stopping in a marked crosswalk. Progressive ticketing or higher speeding fines in school zones should be considered. Speed trailers, active speed monitors, and complaint hotlines should also be used in area where speeding is an issue. Local law enforcement can also educate pedestrians and bicyclists about proper usage and crossing of roadways.

Links of interest:

- <http://www.ncdot.gov/bicycleped/lawspolicies/laws/>
- http://www.saferoutesinfo.org/guide/enforcement/role_of_the_enforcement_officer.cfm
- http://www.saferoutesinfo.org/guide/enforcement/law_enforcement_methods.cfm

Other Suggested Strategies:

- Utilize law enforcement techniques to enforce speed limits around schools and other motorist/pedestrian laws. Common unsafe motorist behaviors around the schools include:

- a) Speeding on residential streets and through school zones.

- b) Failure to yield to pedestrians, especially in crosswalks. (North Carolina law requires motorists to yield to pedestrians in both marked and unmarked crosswalks.)

- c) Failure to share the road safely with bicyclists.

- d) Running red lights or stop signs (including the “rolling stop.”)

- e) Passing stopped school buses (North Carolina law requires vehicles to Stop for stopped school buses, except for those stopped in the opposite travel lanes on a median divided roadway.)

- f) Parking or stopping in crosswalks.

- g) Failure to obey school crossing guards.

- Address traffic speeding issues by talking to neighbors and school leaders to determine if they agree there is a problem, ask the police department to monitor speeds, let the community know that speeding is unacceptable, and consider street redesign to calm traffic. Also provide radar/speed trailers periodically.

- Ensure that all children bicycling are wearing properly fitted bicycle helmets.

- Utilize a network of community members (not just law enforcement) such as students, parents, crossing guards, school personnel, and neighborhood programs to enforce rules for safe walking, bicycling, and driving.

- Provide a complaint hotline for the community to voice concerns and safety issues they see.

- Begin student safety patrols for enforcement of drop off and pick up procedures. AAA has a School Safety Patrol Program that provides an operations manual and other valuable information. Participating in the School Safety Patrol Program provides positive benefits for the students, the schools, and the communities.

Link of interest:

- <http://www.saferoutesinfo.org/guide/enforcement/index.cfm>

- http://www.aaacarolinas.com/Automotive/Safety/school_safety_patrol.htm

